U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Mrs. Donna Kertman

Official School Name: John Muir Fundamental Elementary School

School Mailing Address: 1951 North Mabury Street
Santa Ana, CA 92705-1854

County: Orange State School Code Number: 30666706098552

Telephone: (714) 972-6789 E-mail: donna.kertman@sausd.us

Fax: (714) 972-6799 Web URL: http://www.sausd.us/muir/site/default.asp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Jane Russo Superintendent e-mail: jane.russo@sausd.us

District Name: Santa Ana Unified District Phone: (714) 558-5501

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jose Alfredo Hernandez

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11CA24

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 36 Elementary schools
   (per district designation) 9 Middle/Junior high schools
   10 High schools
   0 K-12 schools
   55 Total schools in district
2. District per-pupil expenditure: 3986

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	81	59	140		7	0	0	0
1	81	60	141		8	0	0	0
2	81	72	153		9	0	0	0
3	81	59	140		10	0	0	0
4	77	74	151		11	0	0	0
5	66	65	131		12	0	0	0
							Total in Applying School:	856

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
3 %	Asian
1 %	Black or African American
91 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
4 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	22
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2009	824
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 41%

Total number of limited English proficient students in the school: 347

Number of languages represented, not including English: 8

Specify languages:

Spanish, Farsi, Khmer, Tagalog, Vietnamese, Mandarin, Russian, and Romani (*Gypsy*)

9. Percent of students eligible for free/reduced-priced meals: 65%

   Total number of students who qualify: 556

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

    Total number of students served: 114

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

39	Autism	4	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
1	Deaf-Blindness	13	Specific Learning Disability
0	Emotional Disturbance	38	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
9	Mental Retardation	1	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	33	4
Special resource teachers/specialists	3	0
Paraprofessionals	0	17
Support staff	4	6
Total number	42	27

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 28:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	98%	97%	97%
Daily teacher attendance	96%	97%	97%	96%	96%
Teacher turnover rate	4%	6%	8%	12%	8%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Daily teacher attendance rates are estimated based on school records, as the District does not maintain this information in a disaggregated format.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Nearly 33 years ago, John Muir Elementary welcomed its first students as a neighborhood school. Our school is located in the large urban district of Santa Ana, serving over 54,000 students in the predominantly suburban county of Orange in Southern California. It later became the District's first fundamental elementary school, drawing pupils from across the 27 square mile city's boundaries. Although 91% of the school's student population is Hispanic, the remaining 9% of its pupils represent a diverse mix of ethnic backgrounds and languages represented across Santa Ana. Among the wide variety of languages spoken by students at Muir are Spanish, Punjabi, Khmer, Tagalog, Vietnamese, Romani (Gypsy) and Russian.

The focus areas of Muir's vision and mission are what have contributed to its consistently high achievement over its long history:

- Patriotism
- Character Development
- Respect
- Pride in academic and personal achievements

Both patriotism and pride in academic and personal achievements are celebrated each day during the school-wide flag salute and morning announcements. During this time, positive deeds, personal achievements and school-wide activities to further student achievement are highlighted and honored. To support its focus of character development, Muir Fundamental employs the school-wide use of the Character Counts™ Program to reinforce the importance of respect and tolerance. The six pillars of character education are incorporated into the regular curriculum of all classes to encourage a sense of unity within our school community.

An essential element in the formula of success at Muir is strong parental involvement. Parents are welcomed as true partners in the education of their children, and in turn, they support the school's commitment to rigorous academics and student achievement. As a fundamental school, Muir has developed a Parent/Student/School Compact as a means to support effective parent involvement. The compact includes an agreement that *each* family contribute 12 hours of service to their child's classroom or through other volunteerism at the school site. The talents and enthusiastic participation of parents continue to strengthen the school's commitment to advancing student achievement from year to year. The bonds made through this partnership are both powerful and enduring. It is not uncommon to receive word of or visit from a long-ago graduated student - or even the parent of a former student - who credits the school with their strong foundation for success. Muir's dynamic school-to-home partnership is the foundation upon which its successes have been built.

If the school-to-home partnership is our school's *foundation*, collaborative leadership can be considered the *bedrock* of the continued success at John Muir. "Excellence in Teaching" is the common language spoken by every member of the school team. Each staff member, whether seasoned veteran or novice to teaching, certificated or classified, full-time or part-time, recognizes that their shared voice will be welcomed in all discussions. Ingrained in the school's culture - and a contributing factor to its long history of academic success for over three decades - is the capacity for open-mindedness to novel ideas and differing points of view. Open dialogue and the ability to adapt to ongoing challenges from year to year are at the heart of John Muir's success.

Over the years, Muir has been honored with a number of prominent awards for promoting student achievement. The most recent recognitions include:

- 2008, 2009 *and* 2010: California Department of Education (CDE) Title I Academic Achievement Award

- 2007, 2008, 2009 *and* 2010: California Business for Educational Excellence Foundation's (CBEE) Honor Roll for Raising Student Achievement

- 2010 *and* 2011: Orange County Register's "Best Schools" Report: Gold Medal winner

- 2008: California Distinguished School

- 2010: Nomination for National Blue Ribbon status

There is a metaphoric litmus test among educators for a school's true quality. It is in the form of a question which generally remains unspoken, yet is universally understood. That question is: Would you enroll your own child in the same school where you work? At Muir this question has taken on a rhetorical status... Throughout the thirty-two years of its existence, teachers, office staff, classified employees *and* instructional supervisors currently, *or* previously have had their own children or grandchildren enrolled at the school. This is powerful testimony, indeed, of the quality of the educational program at Muir.

An even more compelling example of the excellence of the educational program and commitment to advance student achievement at Muir was recently revealed in the response of one of our parents from a school survey conducted in January of 2011. The clear and unambiguous language sums up the desired outcomes held for *all* students served at John Muir Fundamental Elementary School:

"*My child has benefited greatly from the policies and academic rigor of John Muir Fundamental by learning structure and problem-solving that she can apply even now. These will continue to be great tools for success throughout her life."*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In addition to the impressive number of awards recognizing student achievement, further evidence of the outstanding educational programs at Muir can be seen in their assessment results. For the past five years, Muir maintained a continuous annual gain in both ELA and Mathematics as reported in California's Accountability Progress Reporting (APR) system. The purpose of the APR is to annually measure the academic success of California's public schools and local educational agencies using the results of state assessments. It complies with both the state and federal mandates of accountability outlined in the Elementary and Secondary Education Act (ESEA). There are three specific reports which make up the APR:

- The Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Program Improvement (PI)

Muir's assessment results can be accessed through the California Department of Education's website: www.cde.ca.gov or at the school's homepage located at http://www.sausd.us/muir/site/default.asp.

Academic Performance Index (API): The API is used to measure school-wide improvement from year to year. It is calculated based upon the results of statewide standardized assessments of specific grade level skills given each year to students in grades 2 - 11. A school's API is reported in a number which ranges from 200 to 1000. There are five performance levels of student achievement: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A score of proficient or advanced meets the standard.

For a school in California to meet its API target each year, it must achieve or exceed the targeted assessment scores established by the state. These targets must be met school-wide, and in all of its significant student subgroups. Muir students have consistently exceeded state targets and have realized an average gain of 13 points annually over the past five years.

The statistically significant student subgroups at Muir are:

- Hispanic,
- Socio-economically Disadvantaged
- English Learners
- Students with Disabilities

Significant progress has been made in reducing the achievement gap. From 2005 to 2010, the improvement of assessment results in English Language Arts for students in the lowest two performance bands decreased from 66 students to only 36 students. This represents a 54.5% improvement. The number of students scoring in the highest two performance bands increased from 290 in 2005 to 362 in 2010, an 80% improvement.

In Mathematics, the improvement has been even more dramatic. In 2005, the number of students scoring in the lowest two performance bands was 100, but by 2010 that number had decreased to just 30: A 70% improvement. In examining the increase of students scoring at the highest two performance bands, the

results are also impressive: From 294 in 2005 to 404 in 2010 - a 71% improvement.

While the staff at Muir is justifiably proud of these accomplishments, there is a unique urgency for action with one significant student subgroup: Students with disabilities. The inconsistent performance for this population of students has given pause to review data, practices and trends to best determine root causes and arrive at possible solutions to this apparent delay in achievement for this group of our students.

In carefully examining the evolution of the programs for special needs students at Muir, it became evident that there have been a number of events which may have influenced these results. Muir hosts six moderate to severe special needs classes. These classes represent 15.7% of Muir's total school population. Four of these six classes are devoted to meeting the needs of students with *Autism*. The increase in classes for special needs students over the past five years has also exacted a number of changes in transportation which have dramatically altered the student population from year to year. Further, there has been a significant number of retirements and teacher turnover in recent years. Regardless of these issues, the staff is committed to refining its practices and modifying the standards-based curriculum to meet the specialized educational needs and close the achievement gap for this group of students.

Adequate Yearly Progress (AYP): The AYP of a school is based upon the results of the same assessments used to calculate API, but in particular, the AYP focuses on the percentage of students school-wide and on significant subgroups of students who have moved from scoring at a level which is not proficient to Proficient or Advanced. The AYP also examines the progress of students who have already achieved proficiency and how well they have been able to maintain and grow within their levels of proficiency.

While there has been steady growth in Muir's AYP, the three and a half percent median growth in Language Arts and five percent growth achieved in mathematics have not kept pace with federal growth targets. Rather than discourage, this has proven to steel the resolve of the leadership at Muir to refine their practices. Muir's staff strives to provide *all* students with the best in research-based, standards-aligned and engaging instructional strategies - all of which will serve to break through this temporary plateau.

2. Using Assessment Results:

Assessment results are valuable resources which are employed systematically to monitor progress of students and inform the decision making process regarding instructional focus, interventions and professional development at Muir. There are *three* levels of assessments which are utilized in this process.

• Annual State mandated assessments

- California Standards Test *(CST)*: Measures progress of student achievement on specific grade level skills and standards

- California English Language Development Test *(CELDT)*: Measures English language acquisition progress of English learner students toward fluency

• District-wide assessments

- Quarterly Benchmarks: Monitors student progress towards mastery of targeted grade-level skills

- *A Developmental English Proficiency Test (ADEPT)*

- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*

• Ongoing curriculum based classroom assessments

- Monitors progress of skills taught throughout the year which include:

• Core-curricula based assessments
• Online reading and math programs:

- A*ccelerated Reader*™

- *Lexia Reading*™

- Mind Research Institute: *ST Math*

Teachers maintain the results from each of these assessments in *data binders*. Individually, teachers examine the results of these assessments to ascertain any trends in the progress - or lack thereof - on both standards and skills taught. The results are also used to inform and monitor individual student progress. In addition, teachers use these results to plan and implement individual and whole-class interventions during instructional time to address delays in mastery of skills, as well as to make recommendations for additional interventions for individual students.

Grade-level teams convene monthly and examine these results to determine trends in progress within their cadres of students. Armed with this information, these teams agree upon specific, research-based *Response to Intervention* (RtI) strategies which will best address the deficits in achievement gleaned from the study of these multiple measures.

The Instructional Leadership Team (ILT) analyzes the results of these assessments to look for school-wide trends in student achievement. The trends detected through this study aid the ILT in determining a focus for professional development. Specific training is then sought out to support teachers with effective and engaging instructional strategies, and to improve upon school-wide interventions to close the achievement gap.

The School Site Council (SSC) examines the results of these assessments to inform their decisions regarding the funding of professional development and school-wide intervention programs recommended by the ILT. This collaborative process of decision-making, based upon the progress monitoring of student achievement, has been a contributing element in furthering academic success at Muir.

3. Communicating Assessment Results:

Effective and timely communication of assessment results to students, parents and the community is a priority. It is a crucial component in maintaining trust, and it has served as a critical building block upon which the structure of our vital school-to-home partnership has been successfully created *and* sustained.

As part of the *Strategic Schools Model* which is universally implemented at Muir, students, as well as teachers, maintain individual data binders. These binders are not just vessels for housing test scores, but they are living documents in which students set personal academic achievement goals and monitor and celebrate their progress towards meeting those goals. To further motivate positive student achievement, data walls in every classroom report the results of both standardized and authentic assessments. These are viewed as *celebrations* of student progress.

Keeping parents informed of their children's progress and assessment results in a timely manner at Muir is accomplished through a number of means. Homework folders provide daily updates on student progress and keep parents up to date on upcoming assessments, meetings and conferences. Assessment results are also communicated to parents through the nine week reports of cumulative student progress as well as scheduled trimester parent conferences. As parents are sent the results of state *CST* and *CELDT* assessments, parent meetings are convened with translation available to provide clarification on how to read and interpret these reports and understand the criteria for English learner students to reclassify as fluent.

Muir's strong ties to the community are a testimony to its commitment of open communication with the public. The school maintains an active website accessible to the public where assessment results are proudly reported and celebrated. In addition, school meetings where assessment results will be discussed and explained such as *School Site Council (SSC)*, *English Learner Advisory Council (ELAC)*, Back to School Night and Open House, are posted and announced on the electronic marquee - easily visible to those driving past the school.

To celebrate student achievement, parents, family members and the community are invited to attend the Trimester Awards Assemblies. Student achievement on State exams, District benchmarks and classroom assessments are lauded and applauded as students receive awards for:

- Improved student achievement on State and District assessments
- American Heritage Challenge
- Science Challenge
- Citizenship
- Honor roll
- Perfect Attendance

4. Sharing Lessons Learned:

The staff at Muir holds fast to the belief that their successes should be shared. They enthusiastically share the innovative programs and strategies which have contributed to the school's consistent academic achievement across a variety of forums using a wide-range of communicative mediums.

Muir's pioneering programs are a magnet which has drawn a number of visitors to its campus each year. Teachers from within *and* outside the District, parents, legislative leaders and students from local universities have visited to observe and inquire about the diverse mixture of successful programs, activities and strategies employed at Muir. In particular, the *Professional Learning Community (PLC)* model *and* the special needs classes for students with Autism are exemplary programs which have garnered much attention and have been an inspiration for other schools to begin and build their own programs.

Teachers at Muir are recognized as instructional leaders and experts in leading-edge instructional strategies *and* have provided training for teachers at their site and across the District. *Thinking Maps*™, *Strategic Schooling*, educational technology in the classroom, *and* extending learning through building educational websites are among the areas of expertise in which the teachers at Muir have shared their successes. In addition, teachers at Muir have been videotaped teaching specific lessons on writing and using educational technology. These lessons have been made available for teacher training at local universities and at the District's *BTSA* new teacher support program. Yet another Muir educator maintains an active Internet blog of literacy activities and strategies that have proven effective with our youngest learners.

The administration at Muir is equally eager to share the lessons learned regarding successful strategies employed at their site. They meet monthly with other administrators from around the District to discuss concerns, celebrate successes and trade ideas for meaningful interventions which support student accomplishment. The insights gained from these discussions have lead to the refinement and expansion of these successful programs at other sites.

This sharing of successful strategies utilized at Muir has also extended to the national arena. School representatives attend the *Dennis Parker Strategic Schooling Forum* to exchange ideas and suggestions for enhancements to their implementation of this effective program. Muir has even had teachers share lessons learned at the *National Kindergarten Conference*. This association has yielded some exciting new strategies, as well as inventive instructional tools to support early literacy skills.

Through the process of sharing lessons learned with others, teachers have received, *in return*, a multitude of new perspectives. These new views have served to enrich the programs currently in place, *and* to inspire fresh ideas for the school's future.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Maintaining continued student achievement is a careful balancing act. It involves the combining of a strong, structured core curriculum with meaningful supplementary materials and activities delivered using engaging, research-based strategies in a safe *and* supportive learning environment: A tall order, indeed. However, Muir has succeeded in consistently doing just that year after year.

In general, instruction is delivered in heterogeneously grouped classes. Grade level teachers cooperate to group English learner students in like levels to provide appropriate English Language Development instruction. Paralleling the recommendations of best practices, GATE students are the exception to the heterogeneous student groupings and are placed in *honors* classes. The core curricular content and supplementary programs which support the achievement of high standards employed at Muir are elaborated below.

The research-based curriculum of *SRA's Open Court Reading* employs explicit instruction to systematically develop Reading and Language Arts skills specific to each grade level in a literature-based program incorporating a variety of genres such as fantasy, realistic fiction, non-fiction and poetry. Language Arts instruction is supplemented through *Accelerated Reader*™ and the District's writing curriculum supported by the *Thinking Maps* ™, *Write from the Beginning* program. In addition, Muir supplements reading with the online *Lexia*™ program. Together, these are dynamic instructional tools to help motivate and engage students in the learning process.

SRA's *Carousel of Ideas* is designed to accelerate *English Language Development*. It covers the five stages of English language acquisition: Beginning, Early Intermediate, Intermediate, Early Advanced, *and* Advanced. The program's emphasis is on developing students' cognitive abilities in listening, speaking, reading and writing skills in English through the use of effective strategies for *English learners*. Students are grouped and taught at their individual proficiency levels for a minimum of 30 minutes daily. Teachers follow the scope and sequence of grammatical forms and functions based on state ELD Standards. Supplementary ELD materials include:

- Kindergarten: *Hampton Brown/National Geographic* (HBNG) *Vocabulary Builders*
- 1st – 2nd Grade: HBNG *English to a Beat*™
- 3rd – 5th Grade: Okapi's *Explorations*
- K – 5 Beginning CELDT level EL students: *Renaissance Learning*™ online program *English in a Flash*

Houghton Mifflin's California Math series employs research-based instructional strategies to teach grade level math skills. Lessons include concrete, hands-on experiences using manipulatives. Guided practice, problem solving, differentiation, intervention and spiral review are all part of the daily lessons. The program offers support for English Learners as well as challenging extensions and investigations for GATE students.

The Science and Social Studies programs utilize hands-on, engaging lessons supported by technology. This includes multi-media presentations and simulated science events. Both programs incorporate differentiated reading and writing strategies by utilizing leveled readers, accessing prior knowledge and frontloading vocabulary for English Learners. Through the activities presented in *McMillan/McGrawHill*

California Science and *Scott Foresman Social Studies*, students develop problem solving and inquiry skills which are essential in all academic disciplines.

Muir's Visual and Performing Arts Programs involve a myriad of motivating events and activities. Students begin each day with the flag salute and join together in singing one of several patriotic songs. Singing and chanting are incorporated daily into the math, English Language Arts and language development programs in Kindergarten and first grade. Second graders participate in the annual *Disney Salutes the Performing Arts Festival*, and practice mastering the songs prior to that performance. Every third grader receives formal music instruction and learns to read music on the recorder. Fourth and fifth graders may choose to participate in instrumental music or join the school's choir. Students in band and choir perform several times a year at lunchtime assemblies or for their parents and the community at daytime and evening concerts.

An engaging and motivating component of the curriculum for both staff and students is the *C.A.T.C.H. P.E.* program. *C.A.T.C.H. P.E.* encourages students to lead a healthy lifestyle through a series of games and activities incorporated into the 200 minutes of physical education taught every two weeks. The program provides instruction in nutrition as well as aerobic conditioning, strength training, and flexibility activities at least twice a week, while also relating physical education to a unit on the human body. This makes the program both personal and relevant to students.

The physical education program can boast an achievement no other school in Santa Ana can. Fifth graders at Muir have consistently exceeded their peer groups at all other elementary schools within the District over the past several years on the *Physical Fitness Test* required by the State of California.

Students at Muir participate in the *Network for a Healthy California* and the *California Dairy Council* programs. Both programs promote healthy eating through nutrition education and hands-on classroom activities. These activities center on the creation and consumption of an appetizing vegetable or fruit dish each month. Students learn valuable lessons on healthy living which they are excited to share at home with their families.

2. Reading/English:

Reading is the gateway skill to academic success across all disciplines. Therefore, the core curricular and supplementary materials along with the instructional strategies employed to deliver instruction in reading are critical. The following reading curriculum, supplementary materials, instructional strategies and interventions for striving readers have been selected to provide the essential foundational skills in reading and comprehension for students at Muir.

Open Court Reading (OCR) is a structured comprehensive reading program utilizing highly effective research-based reading strategies. All students receive two hours of *Open Court English Language Arts* instruction daily. Program components focus on phonemic awareness, phonics and word knowledge, along with skills and strategies for comprehension and inquiry. The core Reading and Language Arts curriculum is facilitated using supplemental components to teach reading standards. Initial intervention is incorporated in the form of in-class workshop time. Flexible groupings are used during workshop time based on daily skill assessments and observations.

Two highly motivating online supplementary programs used to supplement Muir's reading curriculum are the *Accelerated Reader*™ and *Lexia*™ programs. Students are able to read books at their independent reading level and take a quiz upon completion of their reading. These programs enhance reading comprehension through a highly motivating medium where students set and track their progress in improving reading skills.

The need for interventions beyond the *OCR* program are determined using results from the *California Standards Test (CST)*, district benchmarks, and *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* as well as classroom assessments and observations. These assist teachers in determining which

standards need to be addressed and which students need extra assistance and instruction. This practice has proven to be a powerful tool in moving students to proficiency. The first and second grade have recently added a new program called *PALS (Peer-Assisted Learning Strategies)* to assist primary grade students struggling with learning foundational reading skills. It focuses on maintaining regular and accurate data on all readers to assist intervention teams in targeting students for extra assistance.

Students who are at risk and have demonstrated deficits in reading skills are referred to the school's *Student Success Team (SST)* Process. The SST Team meets with parents and students to create an individualized student improvement plan. Interventions are determined, then documented and measured for success to ensure that all students become proficient readers. Every teacher at Muir works diligently to make certain that no one is left behind.

3. Mathematics:

Muir students are outstanding mathematicians who have shown consistent growth in their achievement each year. *Houghton-Mifflin Mathematics*, a research-based program, facilitates a wide-variety of effective instructional strategies to meet the needs of all students from kindergarten to fifth grade. Each lesson consists of a spiral review structure which includes:

- Problem of the Day
- Targeted math skill review
- Mathematic Academic Vocabulary

Lessons are structured using the *Explicit Direct Instruction (EDI)* model. The technology component of the program is used school-wide to assist teachers in developing lessons in essential math concepts. Student online components, such as extra practice and standards-based games, provide interactive and innovative exercises to support student learning at home.

The use of manipulatives to augment math instruction and involve kinesthetic connections to learning is universally employed at Muir. Mathematics instruction is supported *and* supplemented in grades 2-5 by an online, research-based, standards-aligned program: The *Mind Research Institute's ST Math*. This program engages students independently through the development of spatial-temporal reasoning, imperative to a true understanding of mathematics. Both mathematical reasoning *and* conceptual understanding are developed through daily exposure to this unique program. Students also use the computer lab to participate in a study of version 4 of *Timez Attack*™, software program that trains students in the mastery of multiplication facts. Both programs have been highly effective and motivating for students to use in setting math skills goals and monitoring their progress.

Muir teachers have participated in university training with a focus on effective instructional strategies and student achievement in Mathematics. The combination of meaningful curricula, high expectations and research-based instructional strategies has been instrumental in advancing student academic success and achievement.

Teachers collaborate to make sure targeted math standards are being mastered by all students. Interventions begin in the classroom. The classroom teacher provides additional instruction and practice time to students who are struggling with the targeted skills. This is done on a daily basis with flexible groups of four to six students.

Determinations for targeted interventions beyond the classroom are data-driven and assessed on a student to student basis. Options include small group instruction in a pull-out program four times a week with an intervention teacher. If further interventions are deemed necessary, students may be enrolled in a 10 week tutoring program in the spring. Parents are partners in the decision making process. The variety of math intervention programs exemplifies Muir's commitment to academic success for all students.

4. Additional Curriculum Area:

Promoting character development and patriotism are listed among the essential tenets of the school vision at Muir. The Social Studies and History curriculum supports this vision through a cumulative and celebratory project encompassing students' six year educational journey at Muir: The "Wax Museum" History project. It is an annual event which is eagerly anticipated by students, parents and alumni of the school, and personifies the excellence in educational innovation for which Muir is recognized across the District and County.

Each spring fifth grade students are required to select an *historical figure* who embodies exceptional character and has made a significant contribution to society. This social studies project also incorporates skills and standards learned across a number of academic disciplines. The project consists of:

- Writing and publishing an *original* book or *biography* about this person
- Writing and performing a one-minute *oral presentation*, spoken in the role of this person
- Designing and creating:

o A 4' x 4' museum dedicated lifetime achievement and contributions of this person
o A homemade, historically accurate, period costume depicting the selected person

Parents and students are issued scheduled invitations to visit the Wax Museum. Upon entering, the visitors find each fifth grade student within their individually cordoned museum exhibit area. Each participant stands silent and *at the ready* to convey an *animated* synopsis of the biography of their historical person. The moment the visitor steps onto the red "animation button" placed on the floor in front of the historical figure, the student confidently performs their well-rehearsed one-minute speech.

Visitors then move on to the "historical collections library" where they may view the *antiqued student-created books* which provide student-researched details on the contributions of these famous historical figures. Together, the performances and books produced are truly a synthesis of the literacy, life skills and high expectations for students at Muir. They incorporate higher level thinking and learning skills which will serve students into high school and beyond:

- Conducting original research
- Demonstrating written and cultural literacy
- Appreciating and respecting history as an enrichment of society
- Displaying accomplished speaking skills.

The Wax Museum also serves another significant purpose. It emphasizes the school's long-standing principles to instill patriotism *and* respect for our Country's heritage. It is a significant event for <u>each</u> fifth grade student: A poignant, momentous *and* memorable episode in their life - marking a mature end to their elementary school years *and* their confident entrance into secondary school.

5. Instructional Methods:

The student population at Muir is a microcosm of the surrounding community. This diverse collection of students carries with it an equally diverse number of educational needs. It is not a one-size-fits-all world. There are English learners, special needs students, gifted and talented students as well as struggling and at-risk students: Each one with an equal right to a quality education which supports his or her individualized learning needs. The instructional methods, strategies and resources at Muir Fundamental

are in place to fulfill the promise of an equal opportunity for a quality instructional program and academic success for *every* student.

English learner (EL) students make up over 41% of the school's total population. To address English language acquisition needs, EL students are grouped and taught in the English language development curriculum at their individual proficiency level for 30 minutes daily. Teachers are trained in and employ *Specially Designed Academic Instruction in English (SDAIE)* and *Guided Language Acquisition Design (GLAD)* strategies to shelter and differentiate instruction.

Students with disabilities comprise 15.7% of the population at Muir. Four out of our six moderate to severe classes are dedicated to students with Autism. This program is lauded as exemplary and serves as a model for other schools across the District and County. A number of engaging strategies and specialized intervention materials - coupled with devoted teachers *and* support staff - have made learning accessible to even our most cognitively and physically-challenged students.

Keeping learning engaging, challenging and relevant for GATE students are the goals for the instructional methods, materials and strategies selected for use with this group of students. Core curricular materials contain suggested lessons specific to differentiated lessons. These lessons provide both the stimulation and academic rigor necessary to fully challenge this group of high achieving students. GATE teachers are trained in and implement *Kaplan* depth and complexity strategies throughout their core subject instruction.

The *variety* of instructional strategies, supplementary materials, and interventions which differentiate instruction for our struggling and most at-risk students, is a testimony to Muir's commitment to providing equal access to a high quality educational program. From the small groupings and one-on-one instruction in the classroom to the pull out programs and motivating online curriculum - such as *Accelerated Reader*™, *Lexia*™, *Rosetta Stone*™ and *ST Math* - instructional offerings are differentiated to individual needs. In addition, after school enrichment lessons through the school's *Think Together*™ *Program*, Saturday tutoring *and* Spring Break tutoring are each built into Muir's educational plan of success for *all* students.

6. Professional Development:

The purpose of *professional development* at Muir is to ensure that all students have access to the core curriculum and reach proficient or advanced levels in all academic areas. To support this goal, the school-wide instructional focus is on literacy: Reading, Writing and English Language Development. These are the foundational skills upon which student academic successes are built.

Selection of all professional development begins with an analysis of the data on student achievement. The *Instructional Leadership Team (ILT)*, along with all classroom teachers and administrators, reflect, collaborate, disaggregate and review current student data on at least ten (10) occasions each school year. This is to make certain that the needs of the unique population of students enrolled from year to year are specifically met. From this analysis, trends and issues with mastery of specific academic standards can be detected and professional development can be planned and sought to address these areas of need.

With English learner (EL) students encompassing approximately 65% of the District's total population, it is not surprising that professional development to support EL students is a District priority. District professional development training which supports this includes:

- *Specially Designed Academic Instruction in English (SDAIE)*
- *Guided Language Acquisition Design (GLAD)*
- *Focused Approach*™ for English Language Instruction program from the *California Reading & Literature Project (CRLP)*

These District-sponsored workshops and training sessions have provided specific, research-based methods, techniques and strategies to assist teachers in sheltering content and have been particularly effective in assisting English learner students with rapid language acquisition.

To support the school-wide focus of promoting foundational literacy skills, the following trainings are a part of Muir's professional development plan. These trainings have been instrumental in providing teachers with effective tools to aid in the early detection of deficiencies in the acquisition of foundational literacy skills.

- *Systematic Instruction in Phoneme Awareness (SIPPS)*
- *Peer-Assisted Learning Strategies (PALS)*
- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
- Student engagement strategies
- Strategies to improve *English Language Development*

Armed with the information gleaned from these programs and assessments, teachers may begin instructional interventions for struggling students in the classroom. This process supports the *Response to Intervention (RtI)* model which promotes early identification and interventions for potential at-risk students.

To support this professional development, teachers meet for collaboration and planning time each modified Wednesday. This weekly commitment of time exemplifies Muir's dedication to promoting academic success for all students.

7. School Leadership:

The successes at Muir have been achieved through the ability of the leadership of the school to skillfully:

- Recognize the unique talents and strengths of the teachers, parents and support staff of the school
- Foster an atmosphere of trust among all stakeholders
- Convey, support and model our vision and mission of *excellence* in all endeavors

The leadership philosophy at Muir is best summed up as one of shared responsibility. Leadership decisions are based on supporting high expectations, in addition to promoting achievement for all students. This leadership structure is based upon an active and vital partnership; with the principal as the metaphoric conductor - guiding all sections of the school's leadership teams - which come together to create a harmonious learning environment for students:

- *Instructional Leadership Team (ILT)*
- *School Safety Team*
- *Grade level leaders*
- *School Site Council (SSC)*
- *English Learner Advisory Council (ELAC)*

- *Student Success Team (SST)*

- *Parent Teacher Association (PTA)*

*6*The principal ensures that the contributions and roles of *each* of these leadership teams support the continuity and quality of the instructional programs, while also overseeing the day-to-day administrative operational requirements of the school. She is *both* visible and accessible to all members of the school community. Finally, and most importantly, she is the primary advocate for the students in her charge.

In her role as an administrative leader, the principal is instrumental in the creation and implementation of the school's *Single Plan for Student Achievement (SPSA)*. She works with the *ILT* and *SSC* to analyze performance data to select and fund interventions which support student achievement throughout the year. She fosters effective communication with parent and community organizations and confers closely with the *SSC, ELAC* and the *PTA*. The principal ensures that the voices of all stakeholders are heard *and* heeded in the decision-making process.

She is especially effective as an instructional leader. She is keenly aware that a quality educational program *begins* with the classroom practitioners. She listens to her teachers and supports them in their endeavors to further student achievement. She cultivates this valuable knowledge base into an ever-evolving instructional program which meets the ever-changing needs of the students.

Her role as an advocate for her students is not simply a duty. It is a solemn promise which both compels and inspires her to encourage the best in herself and those around her. It is the quiet, yet tangible driving force behind the consistent academic success of the students at Muir.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	81	69	53	62	51
Advanced	51	34	19	20	14
Number of students tested	127	162	143	156	155
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	10	6	8
Percent of students alternatively assessed	5	4	7	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	82	65	52	59	55
Advanced	52	30	17	22	14
Number of students tested	84	98	79	90	92
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	81	67	52	59	58
Advanced	50	31	18	19	18
Number of students tested	115	147	132	133	141
4. Special Education Students					
Proficient and Above	69	44	37	57	45
Advanced					
Number of students tested	19	25	19	20	19
5. English Language Learner Students					
Proficient and Above	83	64	49	54	51
Advanced	59	25	17	14	14
Number of students tested	66	69	53	63	59
6.					
Proficient and Above					
Advanced					
Number of students tested					
NOTES:					

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 2 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	81	69	63	64	46
Advanced	46	28	20	17	13
Number of students tested	127	162	143	156	155
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	10	6	8
Percent of students alternatively assessed	5	4	7	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	81	66	58	63	59
Advanced	46	22	17	13	22
Number of students tested	84	98	79	90	92
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	81	67	61	61	64
Advanced	45	25	17	15	25
Number of students tested	115	147	132	133	141
4. Special Education Students					
Proficient and Above	46	50	53	36	55
Advanced					
Number of students tested	19	24	19	20	19
5. English Language Learner Students					
Proficient and Above	58	61	43	49	23
Advanced	23	22	11	7	13
Number of students tested	66	69	53	63	69
6.					
Proficient and Above					
Advanced					
Number of students tested					
NOTES:					

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	75	76	75	75	58
Advanced	49	45	41	39	27
Number of students tested	158	131	161	134	135
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	8	18	6	4	5
Percent of students alternatively assessed	5	14	4	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	72	75	52	75	57
Advanced	42	41	17	37	28
Number of students tested	100	76	79	68	92
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	73	75	52	75	56
Advanced	45	42	18	39	25
Number of students tested	141	122	132	122	122
4. Special Education Students					
Proficient and Above	45	21	57	69	27
Advanced					
Number of students tested	25	24	14	17	20
5. English Language Learner Students					
Proficient and Above	74	76	64	69	36
Advanced	39	39	31	33	7
Number of students tested	62	49	64	55	42
6.					
Proficient and Above					
Advanced					
Number of students tested					
NOTES:					

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	51	57	45	41	41
Advanced	22	18	9	8	10
Number of students tested	158	131	161	134	135
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	9	17	6	4	5
Percent of students alternatively assessed	6	13	4	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	43	58	46	35	37
Advanced	20	22	10	6	9
Number of students tested	100	76	102	68	92
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	48	55	45	42	39
Advanced	18	16	7	7	10
Number of students tested	141	122	136	122	122
4. Special Education Students					
Proficient and Above		29	50	31	13
Advanced					
Number of students tested		25	14	17	20
5. English Language Learner Students					
Proficient and Above	45	57	34	33	12
Advanced	16	14	9	9	0
Number of students tested	62	49	64	55	42
6.					
Proficient and Above					
Advanced					
Number of students tested					

NOTES: 4. The percent of special education students proficient and above in 3rd grade Language Arts for 2009-10 could not be calculated reliably due to insufficient numbers of students testing in each section of the CMA, CAPA and CST (with accommodations). It was therefore excluded.

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	79	79	75	70	66
Advanced	60	50	38	42	34
Number of students tested	139	148	135	127	135
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	17	9	3	7	5
Percent of students alternatively assessed	12	6	2	6	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	76	78	70	71	62
Advanced	54	50	27	42	29
Number of students tested	96	93	70	69	72
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	79	77	74	69	66
Advanced	58	46	37	41	33
Number of students tested	130	125	124	116	118
4. Special Education Students					
Proficient and Above		69	40	46	33
Advanced					
Number of students tested		24	10	20	17
5. English Language Learner Students					
Proficient and Above	54	75	60	59	33
Advanced	26	44	20	39	7
Number of students tested	35	61	30	39	15
6. Asian					
Proficient and Above		90			
Advanced		70			
Number of students tested		10			

NOTES: 4. The percent of special education students proficient and above in 4th grade Mathematics for 2009-10 could not be calculated reliably due to insufficient numbers of students testing in each section of the CMA, CAPA and CST (with accommodations). It was therefore excluded.

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	77	80	79	75	63
Advanced	43	36	36	33	30
Number of students tested	139	148	135	127	135
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	16	14	3	7	5
Percent of students alternatively assessed	12	9	2	6	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	74	76	79	72	63
Advanced	40	33	29	30	27
Number of students tested	96	93	70	69	73
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	76	78	79	74	62
Advanced	42	35	36	31	32
Number of students tested	130	125	124	116	118
4. Special Education Students					
Proficient and Above		55	70	46	25
Advanced					
Number of students tested		24	10	20	17
5. English Language Learner Students					
Proficient and Above	49	74	57	62	20
Advanced	9	31	13	10	0
Number of students tested	35	61	30	39	15
6. Asian					
Proficient and Above		100			
Advanced		30			
Number of students tested		10			

NOTES: 4. The percent of special education students proficient and above in 4th grade Language Arts for 2009-10 could not be calculated reliably due to insufficient numbers of students testing in each section of the CMA, CAPA and CST (with accommodations). It was therefore excluded.

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	60	48	47	38	33
Advanced	29	23	20	14	6
Number of students tested	136	124	134	134	119
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	10	7	9
Percent of students alternatively assessed	4	2	7	5	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	60	43	51	29	27
Advanced	27	18	21	11	1
Number of students tested	97	68	72	66	70
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	55	46	45	40	28
Advanced	22	22	19	14	3
Number of students tested	112	117	119	119	105
4. Special Education Students					
Proficient and Above	33		41	33	
Advanced					
Number of students tested	11		17	19	
5. English Language Learner Students					
Proficient and Above	42	28	17	6	7
Advanced	10	7	8	0	0
Number of students tested	31	29	24	17	15
6. Asian					
Proficient and Above	73				
Advanced	45				
Number of students tested	11				

NOTES: 4. The percent of special education students proficient plus advanced in 5th grade Mathematics for 2008-09 could not be calculated reliably due to insufficient numbers of students testing in each section of the CMA, CAPA and CST (with accommodations). The percentage of special education students proficient plus advanced in 5th grade Mathematics for 2005-06 in CAPA and CST (with accommodations) also could not be calculated reliably due to insufficient numbers of students testing. Data for this field for both testing years was therefore excluded.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	65	59	57	50	52
Advanced	24	23	19	16	14
Number of students tested	136	124	134	134	119
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	4	10	7	9
Percent of students alternatively assessed	8	3	7	5	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	62	60	53	40	41
Advanced	22	24	19	11	6
Number of students tested	97	68	72	66	70
2. African American Students					
Proficient and Above	50	50	50	0	100
Advanced	50	50	50	0	0
Number of students tested	2	2	2	2	1
3. Hispanic or Latino Students					
Proficient and Above	62	57	56	51	50
Advanced	23	21	17	16	9
Number of students tested	112	117	119	119	105
4. Special Education Students					
Proficient and Above			12	25	
Advanced					
Number of students tested	11	8	17	19	12
5. English Language Learner Students					
Proficient and Above	52	28	17	24	7
Advanced	7	7	4	0	0
Number of students tested	31	29	24	17	15
6. Asian					
Proficient and Above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	11	1	2	0	2

NOTES: 4. Due to low numbers of fifth grade special education students testing in Language Arts for the CAPA, the CST (with accommodations), and the CMA (2008-09, 2009-10 only), the percentage data for students in the proficient plus advanced fields is not available in a reliable format for the years 2005-06, 2008-09, and 2009-10.

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Beyond	74	69	63	60	31
Advanced	47	38	30	27	21
Number of students tested	560	565	573	575	571
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	41	36	29	24	27
Percent of students alternatively assessed	7	6	5	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Beyond	72	66	63	58	48
Advanced	44	35	27	27	18
Number of students tested	377	335	323	309	347
2. African American Students					
Proficient and Beyond					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Beyond	72	67	61	60	51
Advanced	44	35	28	27	27
Number of students tested	498	511	511	509	509
4. Special Education Students					
Proficient and Beyond	49	44	35	49	35
Advanced					
Number of students tested	82	79	60	76	74
5. English Language Learner Students					
Proficient and Beyond	69	65	59	54	34
Advanced	39	31	23	23	7
Number of students tested	194	208	171	191	150
6. Asian					
Proficient and Beyond	71	22	93	44	73
Advanced	10	6	57	17	55
Number of students tested	21	18	14	18	11

NOTES: 4. Neither the percentage of special education students scoring advanced schoolwide or at each grade level for Mathematics could not be reliably obtained with the annual disaggregated STAR data available to the school through the CDE. Nor was this specific data available within the context of information provided at http://dq.cde.ca.gov/dataquest/.

11CA24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	68	67	64	57	54
Advanced	33	26	20	18	20
Number of students tested	560	565	573	575	571
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	46	41	29	24	27
Percent of students alternatively assessed	8	7	5	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	64	66	58	47	47
Advanced	33	26	18	15	20
Number of students tested	67	59	56	54	61
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	66	64	60	56	52
Advanced	32	24	19	17	19
Number of students tested	498	511	511	509	509
4. Special Education Students					
Proficient and Above	46	45	33	37	31
Advanced					
Number of students tested	82	81	60	76	74
5. English Language Learner Students					
Proficient and Above	58	61	43	49	23
Advanced	23	22	11	7	5
Number of students tested	194	208	171	191	150
6. Asian					
Proficient and Above	71	83	50	44	72
Advanced	38	39	21	28	63
Number of students tested	21	18	14	18	11

NOTES: 4. Neither the percentage of special education students scoring advanced schoolwide or at each grade level for Language Arts could not be reliably obtained with the annual disaggregated STAR data available to the school through the CDE. Nor was this specific data available within the context of information provided at http://dq.cde.ca.gov/dataquest/.

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